

## Introduction to Comparative Politics

POL2104 A

Professor Stephen Brown

Fall 2013

### COURSE OUTLINE

<b>Class schedule</b>	Monday, 1:00-2:20 p.m. Wednesday, 11:30 a.m.-12:50 p.m. SITE Building, Room G0103
<b>Professor's office hours</b>	Monday, 10:00-11:15 a.m. Social Sciences Building, Room 7052
<b>Email</b>	brown@uottawa.ca (please include "POL2104" on subject line)
<b>Course website</b>	We will be using Lore (not Virtual Campus or Blackboard). The course website is <a href="http://lore.com/POL2104A">http://lore.com/POL2104A</a> . Please join at <a href="http://join.lore.com/R7T7QV">http://join.lore.com/R7T7QV</a> .
<b>Teaching assistants:</b>	Ben Diepeveen, Nyambura Githaiga and Shelagh Roxburgh

### OFFICIAL COURSE DESCRIPTION

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Introduction to the comparative study of political phenomena within states, in various historical, cultural and institutional contexts. Methods, theoretical frameworks, typologies and concepts commonly used in the comparative study of political phenomena.

### COURSE OBJECTIVES

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This course seeks to introduce students to the main analytical tools and debates in comparative politics. By the end of the course, students should understand not only those tools, but also their strengths and weaknesses, how concepts relate to each other and their place in the broader field of political science. This course also seeks to help students develop their own analytical skills.

## TEACHING METHODS

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This is a lecture-based course that nonetheless includes student participation through in-class discussions and debates. On three occasions during the semester, students will also meet in smaller discussion groups in which concepts and readings can be explained and analyzed in a more congenial format.

The lectures and discussion groups operate on the assumption that students have read the assigned chapter or journal article for that day. To get the most out of the lectures and discussion groups, it is essential that students do the readings before class. They must also be prepared to participate actively in discussion groups.

The **discussion groups** will be constituted as follows:

Group	Last names	Leader	Room	Dates
1	A-Bra	Nyambura Githaiga	LMX 360	Sept. 16, Oct. 7, Nov. 11
2	Bro-He	Shelagh Roxburgh	DMS 3105 POR 105	Sept. 16, Oct. 7 Nov. 11
3	Hi-Le	Ben Diepeveen	THN 054	Sept. 16, Oct. 7, Nov. 11
4	Li-Nev	Nyambura Githaiga	LMX 360	Sept. 23, Oct. 21, Nov. 18
5	New-Sl	Shelagh Roxburgh	DMS 3105 POR 105	Sept. 23 Oct. 21, Nov. 18
6	Sm-Z	Ben Diepeveen	THN 054	Sept. 23, Oct. 21, Nov. 18

Discussion groups will meet on the days indicated in the schedule during regular class hours. They thus replace the regular lecture format for that day. Each discussion group will be led by one of the three teaching assistants (TAs) in a specially designated room. Only half the discussion groups meet on each designated day. Students in groups that are *not* meeting on a particular designated day do not attend class; however, they must write a reaction paper based on that class's assigned reading for the day, as explained below.

This course uses Lore. The syllabus and other relevant documents will be posted there. Students are requested to make a habit of checking their account for announcements and messages, including the cancellation of class or office hours, as well as room changes. Grades will be available via Lore once all assignments have been marked. Note that grades on Lore are provided for students' convenience and are not necessarily official or final.

Please note that, for reasons that have to do with best pedagogical practices, **laptops, cell phones and other electronic devices** are NOT to be used in this classroom and are subject to temporary confiscation. These devices can be distracting and can inhibit the learning process of other students. If you have a medical or other compelling reason to use a laptop or any other device, please see the professor.

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## ASSESSMENT METHODS

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### Reaction papers

Over the course of the semester students must submit three short reaction papers of 1-1½ single-spaced pages each. No cover page is needed. Reaction papers should have the student's name and discussion group number on the top right-hand side. If they do not, 10% will be deducted from the mark. In the reaction paper, students should:

1. State in the student's own words the central argument of the reading assigned for that day (1-2 sentences). If the reading does not make an argument but rather describes a debate, summarize each perspective in 1-2 sentences each. If the article establishes a typology, summarize the criteria for the typology in 1-2 sentences.
2. Describe how the reading relates to previous readings, lectures or comparative politics concepts. How does the topic fit into the field of comparative politics? (1 paragraph).
3. Summarize the type of evidence provided and discuss its adequacy. In other words, how compelling is it? What kinds of counter-evidence could challenge the utility or validity of the author's argument, the debate or the typology? (1-2 paragraphs).
4. Discuss one or two concrete, practical implications of the author's argument, the debate or the typology being valid or not. How would it be useful to policymakers? How can it be applied to other places, timeframes or actors? (1 paragraph).

No research is required for reaction papers. No sources other than the assigned reading need to be consulted. Students who decide to use other sources must reference them as appropriate; failure to do so constitutes plagiarism and will be treated as such in accordance with Faculty of Social Sciences procedures.

A hard copy of reaction papers must be handed in at the professor's office (FSS 7052) between 1:00 and 2:00 p.m. on the day that other discussion groups are discussing the reading. Late reaction papers will not be accepted. Students must submit all three reaction papers over the course of the semester by 2:00 p.m. on the designated day. Students who do not submit all three reaction papers on time will receive "EIN" as their final mark (failure/incomplete). An optional fourth reaction paper may be handed in at the beginning of class on November 27, addressing that day's reading – in which case the best 3 out of 4 reaction papers will count towards the student's final mark.

### Participation

Questions and comments are welcome during class lectures. Most student participation, however, will take place in the discussion groups. Discussion group leaders will, during the meetings, review any concepts or issues from the lectures about which students may have questions, as well as lead a discussion on the four components of reaction papers explained above. Students should therefore come to discussion group meetings with answers already prepared on each of the four points for that day's reading.

Participation marks will be attributed for the quality rather than the quantity of comments made in class or discussion group meetings. Discussion group leaders will assign each student a participation mark, based on their performance in the three discussion groups meetings.

The professor may adjust the mark, up or down, based on attendance and participation in regular classes. Not attending a discussion group meeting without a documented reason judged valid by the professor or TA will cause a student's participation mark to drop by 4 points (out of 10). Students who miss two discussion group meetings without a reason deemed valid will fail the course (final grade EIN).

### Examinations

The mid-term exam will be held in class on October 23 and the two-hour final exam will take place during the final exam period, on a date and at a time to be determined by the university. Information on the exam format and all potential exam questions will be provided to students ahead of time.

### Components of the Final Mark

Final marks will be calculated as follows:

Evaluation format	Weight	Date
Reaction papers (3 or 4)	30%	Once per month, September/October/November. Optional fourth reaction paper due November 27.
Participation	10%	Throughout the semester
Mid-term exam	25%	October 23
Final exam	35%	TBA, during December exam period

Students who believe they were not fairly marked on a reaction paper or exam should wait at least 24 hours. They may then request the person who graded their assignment to review the mark, based on a written explanation by the student that specifies how the marking was unfair. The TA (or professor, in cases where he marked the assignment) will then regrade the assignment, which may cause the mark to go up, down or stay the same. Students still believing that they were not fairly graded may subsequently appeal to the professor (or the Director of the School of Political Studies, in cases where the professor marked the assignment or exam), also providing a written justification.

### **Policy on attendance, late submissions and missed assignments/exams**

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes. You will be penalized by 5-15%, at the professor's discretion.

Students who do not write both exams or do not submit all three reaction papers on time will receive a failing grade (EIN). Exceptions are made only for illness or other serious situations deemed as such by the professor, supported by verifiable documentation.

University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. In the event of an illness or related complications, only the counselling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the syllabus or exam schedule are not usually accepted. Please notify your professor as soon as possible if a religious holiday or event forces your absence during an evaluation.

### **SCHEDULE AND READINGS**

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The textbook for this course is Patrick H. O'Neil, *Essentials of Comparative Politics*, Fourth Edition (New York: W.W. Norton, 2012).

The textbook (\$64.62 + tax) and a course pack with other compulsory readings (\$12.38 + tax) are available at the Agora Bookstore, 145 Besserer Street, tel. 613-562-4672, <http://agorabookstore.ca>. Journal articles below marked with a star (★) are not in the reader and should be downloaded using Lore or the university library website.

Students are expected to bring a hard copy of the day's assigned reading with them to class and discussion group meetings.

#### **September 4 - Introduction to the course**

#### **September 9 - What is comparative politics?**

- O'Neil, Chapter 1

#### **September 11 - The state (I)**

- O'Neil, Chapter 2

#### **September 16 - The state (II)**

- Juan J. Linz and Alfred Stepan, "Stateness', Nationalism, and Democratization", in *Problems of Democratic Transition and Consolidation: Southern Europe, South America,*

*and Post-Communist Europe* (Baltimore, MD: Johns Hopkins University Press, 1996), pp. 16-25

- Discussion groups 1-3: Discussion group
- Discussion groups 4-6: Reaction paper (no class)

### **September 18 - Identities (I)**

- O'Neil, Chapter 3

### **September 23 - Identities (II)**

- Michael Ignatieff, "The Narcissism of Minor Difference", in *The Warrior's Honor: Ethnic War and the Modern Conscience* (Toronto: Penguin, 1999), pp. 34-71
- Discussion groups 1-3: Reaction paper (no class)
- Discussion groups 4-6: Discussion group

### **September 25 - Identities (III)**

- Kanchan Chandra, "Making Causal Claims about the Effect of 'Ethnicity'", in Mark I. Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (Cambridge, UK: Cambridge University Press, 2009), pp. 376-411

### **September 30 - Political economy (I)**

Video: *The Shock Doctrine* (2011, 78 minutes), based on the book by Naomi Klein

### **October 2 - Political economy (II)**

- O'Neil, Chapter 4

### **October 7 - Political economy (III)**

- Howard Handelman, Chapter 1, "Understanding Underdevelopment," *The Challenge of Third World Development*, Fifth Edition (Upper Saddle River, NJ: Prentice Hall, 2006), pp. 1-21
- Discussion groups 1-3: Discussion group
- Discussion groups 4-6: Reaction paper (no class)

### **October 9 - Democracy and democratization (I)**

- O'Neil, Chapter 5
- Hand out potential midterm questions

### **October 14 and 16 - Study week (no classes)**

### **October 21 - Democracy and democratization (II)**

- Larry Diamond, “The Globalization of Democracy”, in Robert O. Slater, Barry M. Schutz and Steven R. Dorr, eds., *Global Transformation and the Third World* (Boulder, CO: Lynne Rienner, 1993), pp. 31-69
- Discussion groups 1-3: Reaction paper (no class)
- Discussion groups 4-6: Discussion group

### **October 23 - Midterm exam (in class)**

### **October 28 - Non-democratic regimes (I)**

- O’Neil, Chapter 6

### **October 30 - Non-democratic regimes (II)**

- Juan Linz and Alfred Stepan, “Modern Nondemocratic Regimes”, in *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: Johns Hopkins University Press, 1996), pp. 38-54

### **November 4 - Advanced democracies**

- O’Neil, Chapter 7

### **November 6 - Communism and post-communism (I)**

- O’Neil, Chapter 8

### **November 11 - Communism and post-communism (II)**

- ★ Valerie Bunce, “Rethinking Recent Democratization: Lessons from the Postcommunist Experience”, *World Politics*, vol. 55, no. 2 (January 2003), pp. 167-192
- Discussion groups 1-3: Discussion group
- Discussion groups 4-6: Reaction paper (no class)

### **November 13 - Less-developed and newly industrializing countries (I)**

- O’Neil, Chapter 9

### **November 18 - Less-developed and newly industrializing countries (II)**

- ★ J. Samuel Valenzuela and Arturo Valenzuela, “Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment”, *Comparative Politics*, vol. 10, no. 4 (July 1978), pp. 535-57
- Discussion groups 1-3: Reaction paper (no class)
- Discussion groups 4-6: Discussion group

### November 20 - Less-developed and newly industrializing countries (III)

- ★ Sanjaya Lall, "Paradigms of development: The East Asian debate", *Oxford Agrarian Studies*, vol. 24, no. 2 (1996), pp. 111-131

### November 25 - Political violence

- O'Neil, Chapter 10

### November 27 - Genocide

- ★ Peter Uvin, "Reading the Rwandan Genocide", *International Studies Review*, vol. 3, no. 3 (Fall 2001), pp. 75-99
- Optional reaction paper due (for "best 3 out of 4")
- Hand out potential final exam questions

### December 2 - Review for final exam

#### ***Beware of Academic Fraud!***

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to face severe academic sanctions.

#### Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the Academic Integrity website, <http://web5.uottawa.ca/mcs-smc/academicintegrity>.

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an "F" for the course and had between three and twelve credits added to their program requirement.

## **Resources for you**

### **Mentoring Centre** - [www.sciencessociales.uottawa.ca/mentor](http://www.sciencessociales.uottawa.ca/mentor)

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

### **Academic Writing Help Centre** - [www.sass.uottawa.ca/writing](http://www.sass.uottawa.ca/writing)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

### **Career Services** - [www.sass.uottawa.ca/careers](http://www.sass.uottawa.ca/careers)

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

### **Counselling Service** - [www.sass.uottawa.ca/personal](http://www.sass.uottawa.ca/personal)

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

### **Access Service** - [www.sass.uottawa.ca/access](http://www.sass.uottawa.ca/access)

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

### **Student Resources Centres** - [www.communitylife.uottawa.ca](http://www.communitylife.uottawa.ca)

The Student Resources Centres aim to fulfill all sorts of student needs.